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## THE GIRL GUIDES ASSOCIATION

(Incorporated by Royal Charter)

17-19 BUCKINGHAM PALACE ROAD, LONDON, S.W.1

# THE TEACHING OF BROWNIE TESTS

## Hints for Brownie Guiders

LB6

*H. E. Jones*

*Ther. G. H. S.*

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Hints for Brownie Guiders

*Compiled by*  
BROWNIE DIPLOMA'D GUIDERS

THE GIRL GUIDES ASSOCIATION  
17-19 BUCKINGHAM PALACE ROAD, LONDON, S.W.1

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### *Compilers' Acknowledgement*

Some of these hints have already appeared in *The Guider* and we are very grateful to the Editor for permission to reproduce them.

## INTRODUCTION

'Brown Owl, can I pass my . . . ?'

How often this comes at a moment that is not particularly convenient for us! We know, however, that it expresses an important need of the Brownie, who is longing to be a step nearer her next badge, whether she is at the beginning or the end of her Brownie career.

It was a sign of the Founder's genius that he included in the Movement a graded system of tests, some of which the child can manage almost at once, and some of which present a greater challenge. It is up to us to use this scheme in the right way to call out the best in each Brownie and to give her that feeling of achievement so necessary for her happy growth and development. The Brownie knows when she is giving her best, and if we pass anything less than this she is not content, and both we and the Movement fall in her estimation. It is, therefore, our responsibility as Guiders to try to find out the standard of which each is capable and not to accept a lower one.

If the Brownie is to have full value out of the test work we must make it as practical and realistic as possible. There is very little satisfaction in learning semaphore in a room, where it is much quicker and easier to say what you want, but once you are out of doors and turned into a lighthouse keeper, with the shore too far away for you to shout the order for next week's groceries, then semaphore becomes a real thing.

Unless we have a very new Pack with most of the Brownies at the same stage, it is often a good idea to divide into groups for test work. In the lucky Packs with a Tawny and a Pack Leader, this is easy. Even so, best results are obtained if, from time to time, we ring the changes, so that for example, Brown Owl does not always teach semaphore nor Pack Leader knots. Even if the Brownies change, we can become stale and then the test-work suffers. Let us try, therefore, to vary our methods, so that the Brownie is always kept alert, never knowing what to expect next. It is the Brown Owl's responsibility



to see that Tawny and Pack Leader know not only the testwork itself, but also how to teach it.

The single-handed Guider often feels handicapped and frustrated when it comes to dealing with almost as many groups as there are Brownies in the Pack. It will help, of course, if she keeps her numbers well down below the maximum (which needs great strength of mind when there is a waiting list or a very pressing parent!) and goes all out to find someone to help even if perhaps only temporarily. Could a Brownie's mother come in now and again, or a Ranger perhaps once a month, or a member of the Local Association? Not only is it easier to find such incidental help, but there is always a chance that in this way interest may be aroused and a new Guider found.

Another method is the use of apparatus and activities which are self-explanatory and provide the much-needed practice in one test for a small group whilst the Guider is busy with another. At the end of the testwork time it is always advisable for the Brown Owl to check what has been done, so that no Brownie feels she has been overlooked. This equipment may take a long time to make, but the value is so great that it is worth the effort and the older Brownies can often help. There is an opportunity here for us to give some valuable training in the care of Pack property.

There are many testwork games (see *Brownie Games* by A. M. Knight and *Dozens of Games for Brownies* by A. Brambleby) which can be played by the whole Pack. These provide valuable practice for some, an introduction to new work for others, and revision for the 'veterans'. If the experienced are paired-up with the recruits or if reference charts are provided, even the newest member can take part.

If we teach testwork thoroughly and demand the right standard we shall help the Brownie to gain some valuable knowledge and skills and to increase in confidence. We shall also help her to develop physically, mentally, and spiritually, for the tests have been drawn up to foster the all-round growth of the child.

Testwork can be fun and, after each part, the Brownie

should be ready to tackle the next step with keenness and alertness. If, in addition, we keep the emphasis in the right place we shall have constant opportunities of reminding the children of their Promise, as so many of the clauses can be linked with Service to God and to our neighbours.

NOTE: Any Guider who has a handicapped Brownie in her Pack should refer to the leaflet *Alternative Tests*. Before using any of the alternative tests suggested there she should consult her District Commissioner.



## THE GOLDEN BADGE OR ENROLMENT TEST

This test is the foundation of the Brownie-to-be's Guiding and is, therefore, of great importance. She has chosen to come to Brownies, is thrilled and keen, and ready to tackle anything, so it is for us to make the test thorough and our teaching interesting. If we expect a high standard, the Brownie will be prepared to reach a similar standard in all her subsequent tests. Everything we teach must be such that we, and later the Guide Company, can use it as a firm foundation.

Brown Owl always makes a point of teaching the recruit some of her Enrolment testwork, as this gives her an opportunity to get to know her. It is this knowledge which enables the Guider to decide what standard the Brownie can reach and where she will fit best in the life of the Pack.

The test should be taken slowly so that each part is well known and its meaning understood. Testing should be done bit by bit so that the recruit feels she is progressing. Usually it takes six to eight weeks to complete, but this, of course, varies with the individual child and the time Brown Owl can give to her. One difficulty may be the recruit who, having older sisters in the Movement, arrives knowing it all: whilst not damping her enthusiasm we must make sure that there is a long enough period before her enrolment for her to begin to realize what being a Brownie and a member of the Pack means. On the other hand, in our eagerness to be thorough we must not make the waiting period so long that the recruit becomes disheartened, longing for the great day when she is to be enrolled and gain the privileges of wearing uniform and making the salute for the first time.

### THE PROMISE

Before she is enrolled, a Brownie must know and understand the Promise, the Law, and the Motto. To learn the words is not difficult: many recruits can rattle them off parrot fashion after their first meeting. To

understand them is far less easy and we must be sure that each recruit is not only saying the correct words but that they have a meaning for her.

'Duty' is a word not often used by seven or eight-year olds but the new Brownie can understand the word 'duty' as a debt we owe to someone who has done a great deal for us. Pictures of homes, the countryside, food, etc. often help the recruit to realize how much God does for us and may lead her to think of things we could try to do in return to show our thanks. The recruit may suggest worship in church and Sunday school, prayers at school, at the Pack meeting and at home. Suitable pictures may lead her to suggest caring for flowers and animals, working hard, and helping people as other ways of doing her duty to God. It is far better to hear the recruit's ideas and gradually to build on these than to try to give our own.

To the new Brownie the Queen is often a very remote figure and it is difficult for her to see how she can promise to do her duty towards her. Again, it helps if we leave the children to discover what the Queen does for us. A scrapbook illustrating the Queen's many duties on our behalf is a help. These pictures might show, for example, the Queen visiting a hospital, opening Parliament, receiving foreign guests and presenting medals. What can a Brownie do in return? She can learn about the Queen's flag and the National Anthem, observe the rules of the road and the anti-litter laws, pray for the Queen and be polite to Her Majesty's subjects of whatever colour or race. Pictures with captions to be sorted and placed underneath can help, e.g. a road scene, underneath which the recruit places the caption 'A Brownie keeps the rules of the road'.

Brownies almost always connect the last part of the Promise, 'To help other people every day' with duty to God and will suggest it as a way of serving God. Games in which Brownies, by acting or miming, by modelling or crayoning, or by sorting pictures, have to suggest good turns, give rise to new ideas, and secret resolves may be made at Brownie meetings. These ideas and resolutions



should be forward-looking plans rather than a smug recital of what the Brownie has already done.

We need to help the Brownies to see that the Promise is something which is really kept. As always, the Brownies are watching how we behave and can learn something from the way we use the words 'I promise' in the ordinary Pack life. We need to avoid rash promises and only say 'I promise' when we really have every intention of fulfilling the words. It is also essential that the recruit should know that it is for her and her only to decide whether or not she wishes to become a real Brownie, and make the Promise. It is helpful if Brown Owl talks to each recruit separately before the enrolment and asks her if, now that she knows what the Promise means, she still wants to make it.

#### THE LAW

There was once a small girl of Brownie age who refused to become a Brownie because of the words of the Law. She was the youngest of a large family and asserted that if she kept the Law 'life wouldn't be worth living!' This illustrates the need for careful explanation.

Brownies are literalists and often misunderstand the meaning of the words 'older folk'. Some think it means everyone born before them: others think it only means the very old, such as grandparents. But, in fact, of course the 'older folk' include mothers and fathers, teachers at day and Sunday school, perhaps granny and the Sixer when she is doing her job as a Sixer. A knowledge of home circumstances helps the Brown Owl to explain this.

'Giving in' is often confused with 'giving up' or handing something over, or giving in in the sense of refusing to continue to quarrel. A real-life example helps to explain. Jane is playing with friends. Her mother asks her to go to the shop. Jane stifles her first impulse to reply, 'But I don't want to' and goes cheerfully - she 'gives in'.

Brownies can also see that by not giving in to themselves they can tackle and finish difficult jobs such as knitting and the learning of semaphore.

#### THE MOTTO

Lend a hand - this is a quick way of remembering the last part of the Promise. Brownies soon realize that like Tommy and Betty in *The Story of the Brownies*, their job is to be ready to help. Most Brownie testwork can be linked with this idea for it gives the children the ability to carry out the Motto and the Promise in a wide variety of ways.

#### THE SALUTE

We can explain this as one of the secret signs of our Movement, to be used only by enrolled members, the two fingers held upright being a reminder of the two Promises.

In games which bring in practice of the Salute, we should teach the children how to stand to attention, to swing the arm up smartly with the elbow slightly forward and out, so that the fingers touch the beret (or cap) just over the right eye. For the Sign, the elbow is kept near the body and the forearm goes straight up so that the raised fingers are on a level with the shoulder.

The left handshake can be practised with the Salute once the latter has been mastered.

#### THE SMILE

This is not just a grin on the face, but an outward sign of the Brownie's ability to rise above her feelings and to be brave when hurt, disappointed, or upset. This is a very real test for the Brownie and any effort she makes should be noticed and commented on. It often helps a Brownie to know about the Guide Law 'A Guide smiles and sings under all difficulties' so that she may know that in this business of smiling when things go wrong she is not alone. She can also learn that the Smile is one form of Brownie greeting and should be used at the beginning and end of meetings.



### THE GOOD TURN

This is a byword throughout Scouting and Guiding and the Brownie is thrilled when she learns that not only she, but every other Brownie, Guide, Ranger, Cadet, Guider, and Commissioner tries to help someone else at least once every day. Brownies often enjoy making simple record cards for about a week to help them to remember the Good Turn. Some Packs have scrapbooks in which they draw or stick pictures of Good Turns which they have noticed other people doing.

### THE BROWNIE RING

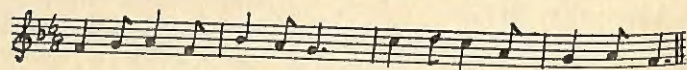
During the first few weeks of a recruit's life she will see the Pack doing the Brownie Ring and begin to learn from them.

Some Packs let their new Brownies sit by the toadstool to watch what happens. When they know their Six rhymes and the Brownie Song they are allowed to join in. Other Packs may not let them join in until their enrolment day.

Brown Owl or Tawny must find some opportunity to help the recruit to understand the meaning of the words she is singing. The child likes to have a copy to take home if possible; this also ensures that she gets the words correct from the beginning.

Copies of the words of the Brownie Song may be bought, but home-made ones are just as useful. The recruit may like to write the words in an old Christmas card, or on a postcard which she can hang up by a loop she has plaited.

For the Brownie Ring, all join hands in a circle round the toadstool, and skip round singing:



*We're the Brownies, here's our aim,  
Lend a hand, and play the game.*

It may be sung twice, skipping once to the left and

once to the right. At the end, all stand quite still, give a full salute and sing LAH, LAH, LAH.

The Six rhymes may be sung before or after this. Some Sixes choose to skip with joined hands in a circle round the toadstool; others prefer a ring in their own corners. Some Sixers like to skip out from their homes, round the toadstool and back again, followed by their Six in single file. There is no set way. A good style and light skipping can be achieved if the songs are sung fairly quickly and if the children stretch up on their toes before beginning to skip.

The Brownie Ring is often the opening of the Pack meeting, but this does not have to be so every week. When there is an enrolment, it is a good idea to keep the Brownie Ring until that part of the programme.

### Pow-Wow

This is the Pack's equivalent of the Court of Honour. All Pack news is discussed in Pow-wow; plans are drawn up and votes taken when decisions have to be made; a story may be told, or a letter read, or Pack Leader may have something interesting to tell about the Company.

This is a 'talking ring' and the Brownies sit with elbows touching so that all are near enough to hear. The new Brownie joins in Pow-wow right from the beginning. She learns the Pack's ceremony if they have one, and soon discovers that everyone, even the recruit, has a chance to speak in turn. Pow-wows are held almost every week, though no two are alike in length or content.

### TIE-TYING

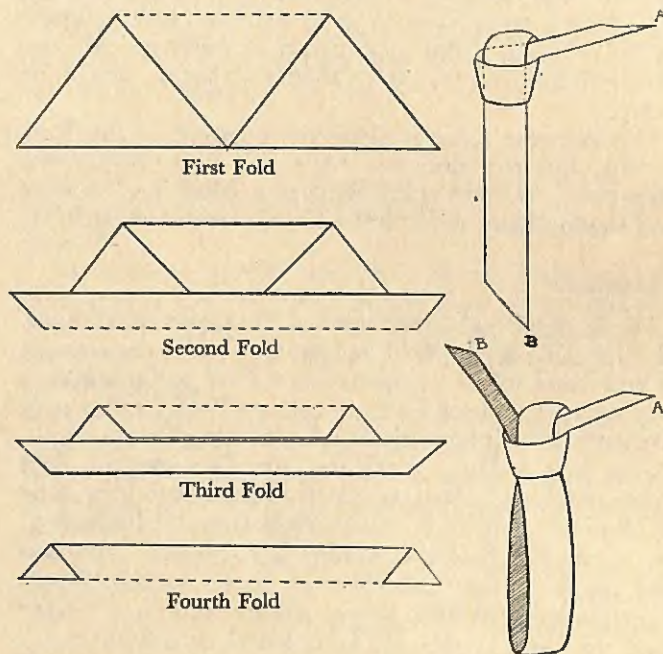
The recruit can be greatly helped if she is allowed to practise on a tie which has already been creased in the right places.

An easy way to teach the first step of the folding, and to ensure that the right width is obtained is to follow the diagrams on the next page.

The final width should be two and a quarter inches. Now make a single overhand knot in one end of the tie



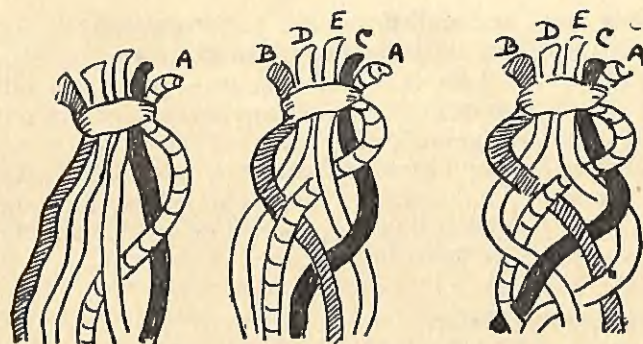
(A), bring up the other end (B), and put it through the knot opposite A. In the diagram, the underside of end B has been shaded to make the knot quite clear. Care must be taken to see that the two ends go through different holes so that the knot lies flat and also, in the final adjustment of the knot, that there are no creases.



#### PLAITING

If the recruit already knows how to plait, it is a good plan to let her pass the test by making something, such as a skipping rope with plaited blind cord and cotton reels, or plaited raffia made into dolls' hats or bags, etc., or reins of plaited rug wood, made from one long piece and two short ones for crossing over the shoulders.

An interesting alternative is to teach her how to plait with five, seven, or nine strands. The procedure for this is always the same. Divide the strands into two groups,



one of which will have one more strand than the other. Take the outermost strand of the larger group, and weave it over and under until it reaches the other group (see strand A, in diagram). Only take it as far as the edge of the group, *not* right through to the outer side. This group now becomes the larger of the two. Take the outer strand and weave it over and under until it reaches the first group, and makes this again the larger. Continue in this way, always taking the outer strand of the larger group and weaving in towards the smaller. Many very pretty baskets, etc., can be made from raffia or other materials plaited in this way.

#### WASHING UP THE TEA THINGS

If it is at all possible both the teaching and the testing of washing up should be practical. In some Pack meeting places there is no difficulty in this, though the Guider may have to take along, or borrow from a parent who lives nearby, some things to be washed up and washing up equipment.

Most Brownies need to be taught: to sort and stack; to dispose of the tea leaves (the practice as to this varies, so it is best to find out from the Brownie what happens in her own home); to leave greasy things until last; how to stand things to drain; to dry her own hands on a towel (*not* the tea-towel) before drying the crockery; that the safest way to dry things is one at a time and that



knives must be handled carefully; that the washing up is not completed until she has wiped down the draining board, seen that the bowl and sink are clean, wrung out the dishcloth or mop, hung the tea-towel to dry and put away the crockery and cutlery.

It may be found most convenient to do the actual test at the Guider's home, but if this is not possible the Brownie's parents will usually co-operate by allowing the test to take place in her home.

#### THE BROWNIE STORY

All recruits should hear or read this so that they understand the reason for the names 'Brownie' and 'Brown Owl'. It also helps them to see straight away that the main job of a Brownie is to help others.

Most Brownies enjoy acting this story and some make attractive models or drawings of it.

#### BROWNIES OF OTHER COUNTRIES

It is important that the recruit should understand that she is joining a world-wide Movement, and so, before being enrolled, she should be told something about Brownies in other countries. The recruit will enjoy hearing about what other Brownies wear, what games they play, and what stories they know, and so this clause can be introduced best through games, stories, and pictures.

The recruit will cease to think of Brownies as being confined to her own area when she hears that not only are there Brownies in Packs, but also Bees in Hives and Birds in Flocks!

The following books are very helpful :

*Brownies of the World Painting Books.*

*Games from Many Lands.*

*Brownies of the World Stories.*

#### THE GOLDEN BAR OR SECOND CLASS TEST

The great day has arrived: the Brownie has been enrolled and is thrilled and eager to move on to the next step. We should let her see by means of a chart or test card just what is required and let her choose which clause she will do first. Probably it will be something at which she already excels. It is important to be sure she makes further effort and progress before 'ticking it off', but without undue delay so that the enthusiasm of her enrolment is continued and there is no anti-climax.

We can explain to her that the object of the tests is to make her more able to 'lend a hand' so that she sees in them something exciting and related to being a Brownie.

Throughout the test, the effort made is more important than the standard achieved: all can make a maximum effort though the results will vary from Brownie to Brownie. The new Guider often finds it difficult to know when children are doing their best so let us plan our meetings to allow time to stand back and watch the Brownies. Let us provide them with a variety of interesting ways of practising each test and so gradually raise the standard and effort.

As many of the tests are for use in the home, we must know each Brownie's background so as to relate our teaching to home conditions and not make rules that might cause friction by being unacceptable to mother!

#### THE UNION JACK

*Know how the Union Jack and the flag of her own country are made up and the right way to fly them.*

We want to make this really thrilling and interesting as the Brownie's whole future attitude towards her flag may be made or marred by the way we teach it now. The stories of the saints,<sup>1</sup> very much shortened and very simply told, are an excellent introduction, while if Captain or Lieutenant can come to the Pack one evening, and show the three crosses on the real Colour

<sup>1</sup> *Standard Bearers*, 5s., by Elizabeth Clark, is recommended.





1



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belonging to the Company and the right way to fly it, making it a great occasion, the Pack will not forget in a hurry.

Jig-saws, making the crosses with coloured paper on cardboard, postcards with the names of the saints, crosses, countries and emblems given to the Brownies to arrange, all help to keep the flag in the Pack's memory.

The Brownies of England, Scotland and Ulster will automatically learn about the flags of their own countries as they are all in the Union Jack. Other Brownies will enjoy hearing the stories connected with their own flags and will have an interesting extra to add to the flag games they play.

#### KNOTTING

*Tie the following knots and know their uses: reef; sheet-bend; round turn and two half-hitches.*

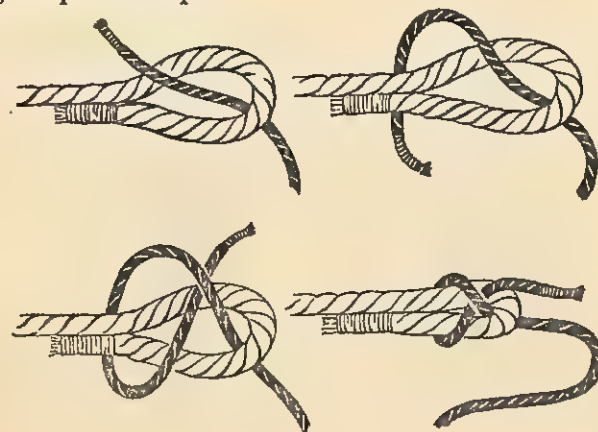
**The Reef Knot** is a flat knot with ends lying tidily along the rope. It will not slip, and is easy to untie – just a backward jerk of an end, and the knot is loose. What could be better for bandaging, for tying a Brownie tie or for joining strings or ropes of the same thickness?

For the reef knot, it is helpful to use two different



coloured cords, so that we can say 'Red in front of blue and twist, red in front of blue and twist'. A little knot on one end of the Brownie's tie is a help when she is tying the knot at the back of her neck so that she can feel 'knot in front of plain' and so on.

**The Sheetbend** is used for joining two pieces of rope or string which are not of the same thickness or for joining a rope to a loop.

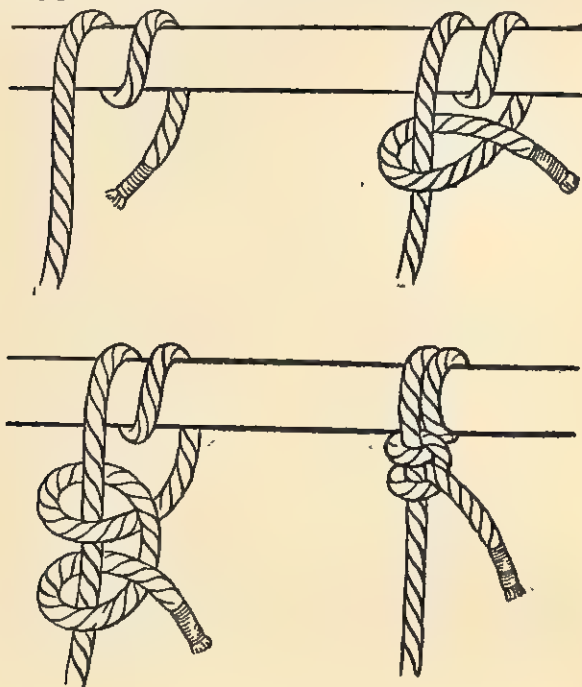




For the sheetbend a small loop is made at the very end of the thicker cord. The end of the thinner cord is brought up through the loop, round the back of the whole loop and under itself – *not* down into the loop again.

**The Round Turn and Two Half-Hitches** is used for tying a rope to a spar, ring, or hook. The harder the rope is pulled the tighter grows the knot, so it is excellent for tethering an animal or a boat, or for tying a string on to a pulling toy.

For the round turn and two half-hitches, the end of the cord is twisted round a spar, then over the standing part of the cord and up through the loop thus made. This, which is a half-hitch, is done again, then the long end is pulled. It is much easier to do this knot if the standing part is kept taut.



Games, activities and charts are helpful but before the Pack can benefit from them, each individual Brownie needs teaching. In order that the Brownies may see the formation of the knot from the correct angle, we should stand beside her, or behind her with our hands round her when demonstrating.

The day of the tiny twisted piece of string seems, fortunately, to be passing, but as with the Union Jack, knots are a subject which we can make either thrilling or dull, so a great deal hangs on our tuition. Teaching the Brownies how to tie knots with string or blind cord without doing it for a practical purpose is useless. The children do not seem to relate the knot to its use so easily after they have once learnt it. For instance, if a Brownie is taught to tie a sheetbend with blind cord, even when the most attractive story is included, the knot may remain to her a 'bunny knot' – a thing used without a reason or just to tie two different coloured pieces of cord together. But let Brown Owl take a box to be roped up to be sent off by rail, and a piece of rope not quite long enough for the purpose. Then let her borrow a piece of the Pack's blind cord with which to finish and show the right knot to use and why, and it at once becomes to our practical small person a real thing to be learnt with keenness, and remembered.

Because we learn to tie our reef knots in a practical way as recruits – i.e. with our ties – we never forget them, and so also with the round turn and two half-hitches. If we learn this for tying up dogs, or boats, or a clothes line to a post, in any of our games, we will always find knots the fascinating subject they really are.

#### ROAD SENSE

*Show that she understands the rules of the road, and take Brown Owl or Tawny Owl for a 'Stop, Look, and Listen' walk.*

Let us beware of making this test boring, for if we do, the Brownies want to disobey the very rules, which, for their own sakes and others, we want them to obey. Surely the two matters we want to emphasize are firstly, that



courtesy is the basis of road sense (which includes, and goes far beyond, the mere rules of the road), and secondly, that we are proud of knowing the rules of the road and of trying to keep them. As Brownie Guiders must lead and show the way, we should be living examples of how to keep the Highway Code! We should, if possible, find out what is being done at school about the rules of the road, and should try to supplement the training given there. The Brownies can learn to know the correct ways (a) to walk on a pavement, footpath or road, (b) to cross a street or road, (c) to board a vehicle or alight from it. If they ride bicycles they should also know the rules concerning cyclists. In a town they should know the best places to play.

Before they take the test, different kinds of roads should be visited, and different crossings undertaken. Brownies are often left in charge of younger children, so a Brownie should be able to take somebody else across a road. This will give her a double sense of responsibility and will make her use her judgment more than if she is just thinking for herself. In taking the test, the Guider can perhaps pretend to be an old lady needing help.

Two or three Brownies can be tested together if Brown Owl wishes, but in any case the Brownie should be watched for some time before the test, and above all she should not feel that her care is only to be used in order to pass the test, but it should be her pride to try to be a person with real road sense.

*Children, this is your Highway Code and Teddy Tells You*, obtainable from C.H.Q., are very helpful.

#### NATURE

*Observe and describe, something belonging to the outside world, chosen by herself, e.g., sky, sea, bird, tree, flower, animal, etc.;*

or

*Make a collection of six flowers or shells or feathers etc., and name them.*

This is an individual matter because of the choice, but a great deal depends on our teaching – or shall we call

it our 'learning with' the Brownie?

Individual nature charts may be kept by each Brownie irrespective of the test.

A Pack log of observations which helps Brown Owl to remember what the Brownie has already observed is another idea; there is also a game in which the Brownies practise describing by telling of a favourite place or person or object known to all, preferably not in the club-room, and seeing if the Pack can guess what it is.

Real interest should be shown by the Brownie in her particular chosen thing or animal. We can make up exciting questions to ask her, thus giving her some ideas about what to look for to begin with; as she finds out the answers she will probably see many more details.

A fortnight is usually quite long enough for the Brownie to watch, and if Brown Owl is apparently very keen to know all about the object, the Brownie will thoroughly enjoy finding out things to tell her!

If a Brownie chooses to make a collection, she again has complete freedom of choice. We should remember that there is no magic about the number 6, and expect the Brownie to make a collection which entails a reasonable amount of discovery and care. Pow-wow is an excellent place for the Brownie to show off her collection and answer questions. This alternative was added because Guiders sometimes complained that the 'describing' clause was too vague; but the collection should be the beginning of a new interest to the Brownie, just as the describing should be the result of new knowledge gained, and both require Brown Owl's sustained interest.

#### HEMMING OR DARNING

*Make a useful article to include a turned-down hem sewn with a decorative tacking stitch;*

or

*Darn an article, or do the darning stitch.*

For decorative tacking it is good to have a selection of suitable materials (casement cloth, a firm zephyr or bleached calico) in good, clear colours. The tacking stitch



should be about one-third to half an inch in length and worked in contrasting colours of a thick embroidery cotton (not stranded cotton), with large crewel needles, sizes 3 or 4. Hems should be turned up on the right side and used to form part of the decoration. It is a good idea to let several Brownies start this work together and 'buy' the materials, cotton and needles, from Brown Owl's 'shop'. In this way the Brownie has a free choice but may be guided by the shopkeeper who can offer suggestions. It is more fun to turn down hems when all are working together and then the tacking can begin and individual patterns be evolved. It is wise to choose simple articles to begin with, such as a handkerchief case, a small tablecloth for the Six corner, a pinafore, or a bag in which the Six treasures could be kept.

In darning the Brownie needs to learn the actual under-and-over stitch, and this again should be taught with materials of contrasted colours at first. She also needs to learn why loops are left at the end of each row, and why the darn should cover not only the hole, but also the weakened material around it, and why the lines should be close together. Brownies enjoy making things in which they have to use the darning stitch, but they also like mending a hole in a stocking! Should a child find sewing of any kind very difficult, it is sufficient to let her show that she can do the actual stitch, without the added difficulty of a hole, but most Brownies infinitely prefer the thrill of mending a real hole.

#### BUTTONS

*Show two methods of sewing on buttons and sew one button on to a garment.*

When sewing on very large buttons, it is a good idea to make a 'stalk'. Put half a matchstick on top of the button; then when passing the thread through the holes, pass it also over the matchstick each time. Finally, pull out the matchstick. It is quite a good plan for Brownies to practise sewing buttons on to their own clothes. Fancy buttons can sometimes be sewn to make a picture.

#### RULES OF HEALTH

*Know how and why she should keep her teeth clean, her nails cut and clean, and why breathe through the nose.*

It seems difficult at first to make the health rules interesting to the Pack, but it is easily done provided that the Guider has a real, and not only a theoretical, interest in them and is obviously keen about them. In teaching them great care should be taken to see that the Brownie understands the words that are used. Very few children find it easy to concentrate, and if their attention strays for a few moments from what Brown Owl is saying, it is so easy for them to miss something, or to get a wrong idea into their heads, as did the Brownie who gaily told an examiner that germs were 'little Germans running about inside you'!

In this test Brown Owl should aim at common sense above everything and adapt her teaching to the Brownies' home conditions. To gain her Brownies' interest she must be reasonable. For instance, why tell a Brownie the dire result of neglecting to wash her teeth, when we know quite well that it is by no means always those who are most particular about their teeth who have least trouble with them? The Brownie soon finds out facts like this, and her respect for Brown Owl suffers, if she has not been told the truth. Let the Brownie once realize that it helps her general health to keep her teeth and mouth clean, and that perhaps they will have a better chance if the bits of food are cleared away before they have time to decay, and she will soon see the reason for taking so much care.

Many Brownies are already beginning to know the good feeling after washing their teeth, when they are clean and shining and smooth to the tongue, and this fastidiousness can be encouraged in many other ways as well.

We should see that both we and the Pack practise what we preach! If we talk about fresh air we should encourage the Pack to try to remember about open windows, especially during running games, etc.



## HOPPING OR BOWLING A HOOP

*Hop round a figure-of-eight or bowl a hoop.*

In the hopping it is difficult sometimes to teach the figure of eight. It can be marked in chalk on the playground—for surely no one could *think* of practising hopping indoors—or with a stick in a quiet road, or drawn carefully and explained to the Brownie, to see if she can apply what she sees on paper.

The figure should be completed on one foot first, and then on the other, so as to give an even balance.

It is amazing what skill and control are necessary to bowl a hoop well, and how Brownies love doing it. It is difficult to do in some places because of narrow streets and traffic, but it is possible in many others where it is almost forgotten.

Should Guiders not know of it, there is a delightful story about a hoop in the book of stories *In the Children's Garden*, by L. Schofield, which might amuse the Pack.

## SKIPPING

*Skip twenty times without a break, turning the rope backwards.*

Here is an ideal exercise and one which the Brownies love and which the whole Pack can practise. Regular skipping is to be encouraged and the Brownies should be urged to skip lightly, to hold their bodies easily and loosely and to keep their heads up. The turning of the rope should be done from the wrist and elbow.

Each child can probably possess a skipping rope of her own which should be of medium weight and long enough to touch the ground in front when the arms are stretched sideways at shoulder level. Handles made of cotton reels (painted) are an excellent substitute for ball-bearing ones.

Skipping should not be continued for long without a rest, so that even when there is room for everyone to skip at once, it is best to divide the Pack into two sections—one half can then rest and learn while the others skip.

Skipping to music is the greatest fun;  $\frac{4}{4}$  time is the best.

*Simple Skipping Steps*, by D. C. Clark, a good book, is now out of print but you might be able to borrow it.

## THROWING AND CATCHING A BALL

*Throw a ball against a wall from a point 10 ft. away and catch it four times out of six;*

or

*Catch a ball thrown from a distance of 6 yds. and return it to the sender, four times out of six.*

This is great fun, and is another part of the test which we can always practise out of doors.

It is a good idea for Brown Owl and Tawny to practise with the Pack. There are quite a number of us who are not very good at throwing, catching and aiming, and it is lovely for the Pack to find something they can do as well or better than we can!

When a Brownie is throwing underarm we should encourage her to:

1. Hold the ball in her fingers, not clutched in her palm.
2. Stand with the left foot forward if throwing with the right hand.
3. Swing her arm from the shoulder, not from the elbow.

## LAYING A TABLE

*Lay a table for two for dinner.*

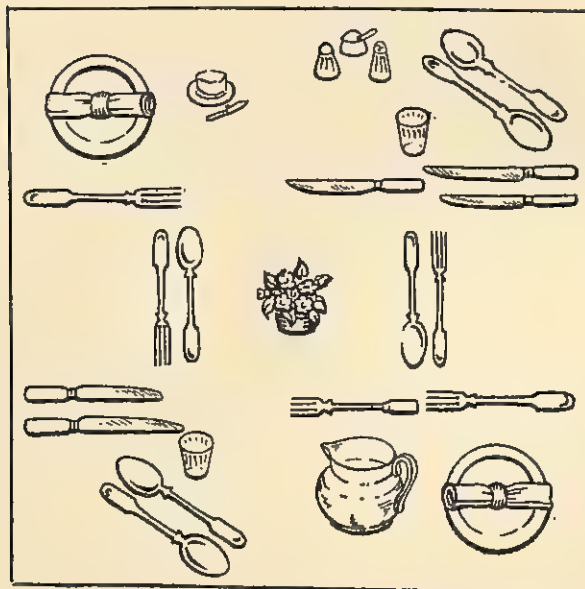
'Lay a table for two'—and who may they be? Why, Cinderella and the Prince, the King and Queen, Father and Mother, the Rector or Minister and his wife, Brown Owl and her mother, Peter Pan and Wendy—all kinds of people.

We suit our tables to our Packs and the poorer the Brownies' homes, the simpler our furnishings should be, but we can make them as pretty as possible. A simple vase of flowers is a good addition. Sets for laying a table can



be made by cutting out knives, forks, etc., from catalogues and pasting them on to cardboard. Dishes and glasses can be drawn or cut from advertisements, as can food; or this may be made from flour and water and baked and painted, or from plasticine. Tablecloths can be made for a hemming test, and table centres too, if the Pack so decrees, or even mats if they prefer them.

These home-made sets are useful but the Brownies also need to practise with real cutlery and glasses and to use them in the test.



## BROWNIE PROFICIENCY BADGES

A Brownie who has gained her Golden Bar may take two proficiency badges.

As Brownie Guiders we need to decide whether the individual Brownie should be encouraged at this stage to go straight on to work for her Golden Ladder or Golden Hand, or whether we should try to interest her in proficiency badges (see *P.O.R.*).

The Brownie may choose a badge which she can work at on her own, but if help is needed from a grown-up this is not necessarily given by the Brownie Guider. Help can probably be obtained from parents, a member of the Trefoil Guild, the Local Association or elsewhere.



## THE GOLDEN LADDER OR INTERMEDIATE TEST

This is an optional test, to be used by those Guiders who feel the need for a badge for the Brownie who may fail to achieve the whole of the First Class test before joining the Guide Company, although she has worked hard and progressed considerably since passing the Golden Bar test.

The syllabus for this test is not new; all the clauses which are set out below have been taken from the Golden Hand test (see next chapter), and in some cases have been simplified.

The Brownies can be tested by their own Guiders, clause by clause.

A high standard should be expected, but individual effort can be taken into account.

The badge consists of a second Golden Bar worn above the Second Class badge. This is replaced by the Golden Hand badge when the First Class test is passed.

The Golden Ladder test does not exempt a Brownie from taking the full First Class test, though if she chooses to knit an article which fulfils the requirements for First Class, this garment may be used for both tests.

Should the Brownie wish to take First Class she is tested in the usual way by testers other than her own Guiders.

### SYLLABUS

1. *Know fifteen letters of the alphabet in semaphore; send and read simple words.*
2. *Set a compass and know eight points.*
3. *Knit a small useful article.*
4. *Fold clothes neatly.*
5. *Skip thirty times without a break turning the rope backwards.*
6. *Throw a ball overarm, to land over a line 7 yds. away, within two side lines 3 yds. apart.*
7. *Clean shoes.*
8. *Carry a message of at least twelve words in her head for over five minutes, and deliver it correctly.*

## THE GOLDEN HAND OR FIRST CLASS TEST

*The candidate must hold the Golden Bar and show that she is trying to keep the Brownie Promise.*

Once a Brownie has started to work for her Golden Hand badge she will be eagerly asking when she is going to be tested. A wise Brown Owl takes every opportunity to impress upon the Pack that in addition to being able to do the testwork for this badge a Brownie must really be trying to keep her Promise, and that a Golden Hand Brownie is relied upon to be a real help in the Pack, at home and at school at all times – not just when she is in uniform.

Whether the Brownie is really trying to keep her Promise is a matter which can be judged only from our observation, knowledge, and understanding of the individual child. Throughout the time the Brownie is being taught the practical work for the test we must encourage her to make a real effort to keep her Promise, particularly in the ways in which she has not so far fully succeeded.

The Brownie must be ready to be tested in all sections before entering for her Golden Hand. In this, the test differs from the Second Class (Golden Bar) and Intermediate (Golden Ladder) tests. Another important difference is in the standard of testing. In the Second Class and Intermediate tests the effort made by each individual child is the main standard. In the First Class test the Brownie should be thoroughly at home in what she is doing and be able to do each item well.

The First Class test is taken by an outside tester and the Brownie Guider should consult the District Commissioner if she is not clear about the arrangements in her District.



The tester may be :

- (a) A Guider from another Pack.
- (b) A Guider from a Guide Company other than that to which the Pack is attached.
- (c) A person from outside the Association.

To ensure that a good standard is being maintained it is usual for Commissioners at least once a year to call a meeting of testers and Brownie Guiders to discuss standards and requirements.

Because a high standard is aimed at, and in order that the test can be thorough and practical and the Brownie given the thrill and satisfaction of accomplishing a difficult task, a tester should not be expected to take more than two or three Brownies at a time unless she has help. It is often found more convenient for the test to take place at the home of the Guider or the tester, as the necessary facilities are not always available at the Pack meeting-place.

The whole of the test should take place on the same day, but if for some reason it is not possible to complete it at one time the interval between the tests should be as short as possible. Should a Brownie fail to reach the required standard in one or two parts of the test she may be re-tested in these, but this should be done within a short time. In town districts it is usually possible for the re-test to take place within a week or two, but it may well present more difficulty in a scattered country district where the Brownie and tester live some distance apart. If an interval of more than six months elapses the whole test should be retaken.

A Brownie who has passed her First Class before she is eleven years of age may, on being transferred to the Guide company, wear Brownie Wings. If she passes after she is eleven only the First Class badge is awarded. This rule must be strictly adhered to except in cases of hardship such as illness or unforeseen circumstances that prevent the Brownie from attending the test. Here, a little margin can be given at the discretion of the tester in consultation with the District Commissioner.

## SEMAPHORE

*Know the alphabet in semaphore; send and read three letters out of four correctly; send and read simple words.*

The great point for the Brownie about semaphore is that it should be a secret language, and a secret language is no good unless it is used. If Brown Owl has already started this idea in the Pack the Brownies who are beginning their First Class will probably have picked up a few letters already from games and messages, but if not why not begin with these Brownies? If a note has to go to a Sixer, why not send part of it in semaphore? It is quite possible to play some semaphore games with the whole Pack, and the more intelligent Brownies will often learn a good many letters without realizing it. When learning messages for the message part of the First Class test why not have part of the message in semaphore? We can use it on our outings, our walks, our games; and we shall find that it will be quickly learnt and easily remembered. Sometimes, for a change, the Brownies enjoy signals for silence and for coming together to be given in semaphore.

There are several methods of teaching semaphore, and we should experiment to find out which is most helpful to our Brownies. Whichever method is taught, the Brownies should learn the correct way to stand first, then the 'erase' sign as soon as possible. Then they can practise sending each other words, and even sentences, learning slowly but surely to think out the positions of the next letter before moving their arms from their present safe position. The flags or arms should only be brought back to the 'ready' position between each word except when a letter is repeated.

Practice makes perfect; a Brownie needs to send as much as to read. Semaphore charts can be obtained from Commonwealth Headquarters (large wall charts 9d., pocket cards, 1d.), and a set of cards with pictures of Guides holding the flags in position for the various letters (price 1s. 3d.). These are invaluable for games.



## GOD SAVE THE QUEEN

*Know and understand the meaning of the first and last verses of 'God Save the Queen'.*

Some Brownies, when asked, will say they know the first and last verses of 'God Save the Queen', but they very seldom know the meaning of every phrase. Brown Owl or whoever is teaching the First Class work should go through every word with her Brownies, and see that they understand it all thoroughly. They should know, too, how to stand when singing the National Anthem, both in church and in a clubroom.

If the children do not already know the verses it is possible to make little folding cards from cardboard with an attractive cover with a picture of the Queen, which the Brownies can put in their pockets and take home to help them learn the verses.

One way to help the Brownie to think is to print on separate pieces of cardboard each line of the two verses. The Brownie can be asked to pick out a line, and place it under certain pictures: for example, a picture of the Queen in coronation robes might have the words 'Happy and glorious' beneath; a picture of the Houses of Parliament, the line 'May she defend our laws'; a picture of a family group, the words 'Thy choicest gifts in store, On her be pleased to pour', a happy home life being one of the gifts. The Brownie may be able to suggest others in her talk with Brown Owl about it. A picture of a child at prayer, or of Dürer's 'Praying Hands', might be used to help her to see that the anthem is a prayer. This discussion of pictures, while not strictly a test, gives the Brownie some practical help with rather abstract ideas.

## EIGHT POINTS OF THE COMPASS

*Set a compass and know eight points.*

This can be made one of the most interesting and adventurous parts of the test, and yet how often Brownies come to be tested who have never even seen a compass, and only know the eight points on paper, or who imagine that because perhaps the door in their own clubroom is

always, rightly or wrongly, labelled north, that therefore all doors in all clubrooms are on the north!

Here we have a really thrilling and exciting thing, a mysterious needle, which when magnetized points to the north. It is great fun to take to the Pack meeting a packet of needles, a magnet, some corks and saucers for water. Cut the corks into small slices so that they float evenly. If the Brownies rub the needles well on the magnet and then lay them across the corks, they will turn roughly to the north, and the children can compare them with a real compass.

The eight points have to be mastered next, and this seems to take very little time with the average Brownie. Now to use the knowledge we have. We can find out first of all which way the doors of our clubroom face; we can see if the east end of the church is really towards the east; we can see if we have to go north, south, east or west, to catch a bus, to go to the station, to go home. Then if we live where there are any hills, we can one day in the summer go to the top and see what lies to the south or west, etc. Another day Brown Owl can come to the clubroom with a very simple trail made out with compass directions. The whole Pack might follow it, the First Class Brownies and those who are working for First Class might tell in which direction to go, and the rest of the Pack might have an observation game.

The compass, like semaphore, can be made such fun, and so exciting that we must make the most of every opportunity of using it.

## PLANT

*Have taken care of a plant from seed or bulb, and describe to the tester something about the way it has grown, and how it was looked after.*

There is something peculiarly fascinating to a child in watching a plant grow, providing it does not take too long to germinate!

One good way is for the Pack to acquire a tiny piece of land of its very own, and even in a town this is often



possible. If there is no bed which they can offer to cultivate in the precincts of their church or chapel, often a member of the Local Association will give them a tiny bed in which to grow things, or a small part of somebody's backyard can be borrowed, or the Pack can plan a window-box for an old lady or a Brownie's mother.

Have you ever grown a forest of trees, by planting ash-keys, a horse and a sweet chestnut, a hazel nut, two or three acorns, some beech nuts, etc., etc., in a box and looking after them?

Some packs have bulb competitions, others in the country have most successful flower shows each year with the Guides and Rangers, Scouts and Cubs, and gardening tools or seeds are given as prizes.

Mustard and cress is not accepted in this test as the time and care needed are not sufficient to prove the child's perseverance.

Often the Brownie's plant is ready before the test. It can then be taken to the Commissioner or Secretary or Captain or some other friend, who can certify in writing that, for example, she saw the plant in flower. The examiner should look at the certificate, and ask the Brownie various questions at the test. But the questions should definitely be asked, or the thrill of the Brownie in the actual accomplishment of a difficult undertaking is partially lost.

#### PARCEL

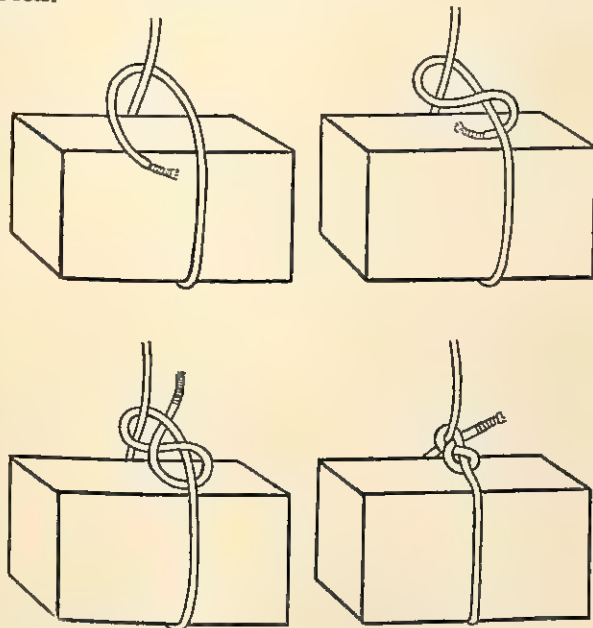
*Using any slip knot, tie up and address a parcel for the post.*

To tie up a parcel firmly and neatly is a difficult matter even for many grown-ups, but it can be popular in spite of the practice needed.

We should help the Brownies in the choice of paper and string, pointing out that it is not only wasteful but more difficult if too large a sheet of paper is used. As soon as the paper is wrapped round the parcel it should be fixed with a slip knot (many people find the packer's knot the most satisfactory), as then the Brownie can

secure it tightly while folding the ends. The parcel should be completed for the post and the name and address carefully written.

Games such as shopping, going for a picnic and doing up lunch or tea, post offices, cargo boats, loading or unloading cargo, goods trains, can be played with parcels.



The packer's knot: Brownies learn it more easily by tying it first round a box or book.

#### KNITTING

*Knit a child's scarf or jumper or some other garment.*

To knit a child's scarf or jumper is a great test of perseverance, indeed, one might almost say of endurance, for all Brownies except those who love knitting and find it easy.

Here is a chance to use the Pow-wow. We can discuss this part of the test at the very beginning of the preparation for the Golden Hand test. What Good Turn can the



Pack do with the knitting? If the actual articles are destined for a very particular purpose, and the Brownies feel that they are responsible for perhaps a very important part of a Pack Good Turn, there will be an added thrill. It helps considerably if every two or three weeks the articles can be brought to the Pow-wow, and their progress commented on by the other Brownies.

This is a part of the test that is often left, and rushed through at the end, and sometimes Brownies bring the garments half finished. However, the ability to finish the articles is often a real test of those first-class qualities which should enable Brown Owl to judge whether the Brownie is really a First Class Brownie.

Dolls' clothes are not acceptable. Some are too quickly finished and there is not the same element of service.

#### FIRE LIGHTING

*Lay and light a fire.*

'It's going, Brown Owl!' It is a thrilling experience for a Brownie when she successfully attempts the laying and lighting of a fire and she gains a very real sense of achievement from it.

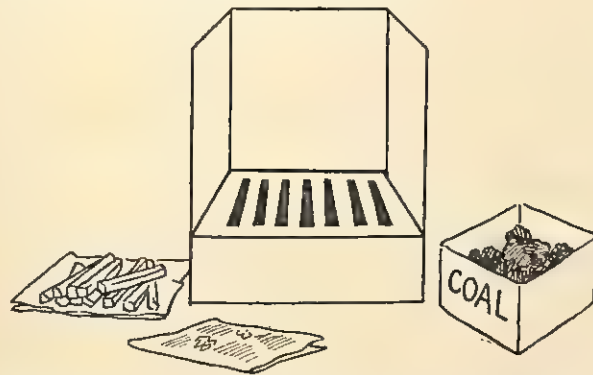
To prepare a Brownie for this test we must give real teaching and practice, even in a clubroom with no fireplace.

A cardboard grate can be made, paper and sticks brought and 'coal' made from balls of black paper. (Used carbon paper can often be salvaged by an office friend and wrapped round balls of newspaper with the carbon-side inside.) To make the grate, turn a cardboard box upside down and paint black marks on the bottom to resemble the slots in the grate basket. Fold a piece of cardboard round the box to form the back and sides of the grate. This can be fixed to the grate basket with brass paper fasteners so that the fireplace stays together in use, but can easily be dismantled for storing.

When teaching the Brownies, we need to see that they do not crush the paper too tightly and so push out the air; that they have sufficient sticks of a suitable width

and length; and that they lay the fire with small pieces of coal. We should explain to them that the fire needs the air to burn, that the paper must light the wood, and that the wood must light the coal.

When the Brownies have learnt as much as possible with the cardboard grate, we should try to find a way of giving them practice using a real grate. If the Guiders cannot arrange this in their own homes, a friend or parent should be found who will help.



*If local conditions make this impossible the following may be substituted: wash and iron a Brownie tie.*

This alternative clause has been added for the use of Brownies in those areas where there are absolutely no facilities for lighting fires either indoors or in the open, but it should be emphasized that, whenever possible, Brownies should be given the opportunity of fire-lighting as this is one of the great joys of childhood.

#### CLOTHES ON FIRE

*Know what to do if clothing catches fire.*

Concurrently with teaching how to lay and light a fire should go teaching of what to do if clothing catches fire. Brown Owl may feel she should give this part of the teaching herself if she has a nervous child amongst the Brownies.



It is no use just saying what to do. The Brownies must practise. Speed is the most important factor here, and why let only those who are doing their Golden Hand try it? The whole Pack can have valuable practice.

Sometimes we can divide into two groups: those in one group are 'on fire', and the others catch them, get them down on the floor, flames uppermost, beat out the flames, cover them up and send for an adult (Brown Owl), who sends them to deliver a message to the doctor (Tawny Owl). When practising this, we should make sure that the Brownie holds the coat between herself and the patient to shield her from the flames.

Many lives have been saved and serious burns avoided through prompt action by children of Brownie age.

#### COOKING

*Cook one of the following: a pudding; a vegetable; porridge; small cakes; or equivalent;*

or

*Prepare a mixed salad.*

Let us think of this test for a moment from the Brownie's point of view. Is cooking something she likes doing? Definitely, yes. It is practical, creative and most exciting. It is knowledge she can use and be proud of possessing. If this is the case then surely we should do our best to see the test from her point of view and put our own difficulties in the background, remembering that we, as Guiders, are running our Packs for the benefit of the children and must do our best to make everything fun and adventure for them.

How, then, can we set about teaching this part of the First Class test?

The Brownies will need to have practice at home, so Brown Owl should see the mothers and explain what is required. Brown Owl will also need to know the right way to cook the things so that she is able to answer questions, and it will be a help if the Brownie can have practice at Brown Owl's house, or some other house which is strange to her, before the test.

Some quite simple equipment can be made to help the Brownies practising for the test, such as a set of pictures, collected from advertisements, of the things used in cooking. For example, pictures of the utensils and ingredients used for making a dish could be matched up by the Brownies with step by step instructions written on pieces of card.

If the cooking is done at home, the Brownie must be able to explain how she did it.

#### TEA

*Make tea.*

A cup of tea is often spoiled by being made from water not quite on the boil, so we have to make sure the Brownies know when the water is really boiling and do not think it has reached boiling point as soon as steam comes out of the kettle spout.

Games will help, but Brown Owl should make sure that the Brownies are also getting real practice at home.

If there are facilities for tea-making in the meeting-place there will be many opportunities for practice. The Brownies should be supervised to ensure that there is no danger of scalds.

#### FOLDING CLOTHES

*Fold clothes neatly.*

When preparing a Brownie for this test we need to give training in tidiness and method (a training that can be started immediately the girl joins the Pack) by encouraging her to hang up her clothes when she arrives at the meeting, to put her gloves and scarf with them and not scatter them round the hall, thus causing a frantic search when they are wanted! We need to teach, too, proper care of equipment – and let us not forget we are always teaching by our own example.

The Brownie should be shown how to fold a garment with a collar, such as her Brownie dress, so that it does not get a crease at the centre back of the collar and the sleeves are creased as little as possible. For undergarments



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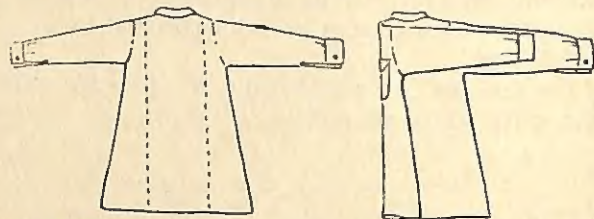
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When preparing a Brownie for this test we need to give training in tidiness and method (a training that can be started immediately the girl joins the Pack) by encouraging her to hang up her clothes when she arrives at the meeting, to put her gloves and scarf with them and not scatter them round the hall, thus causing a frantic search when they are wanted! We need to teach, too, proper care of equipment – and let us not forget we are always teaching by our own example.

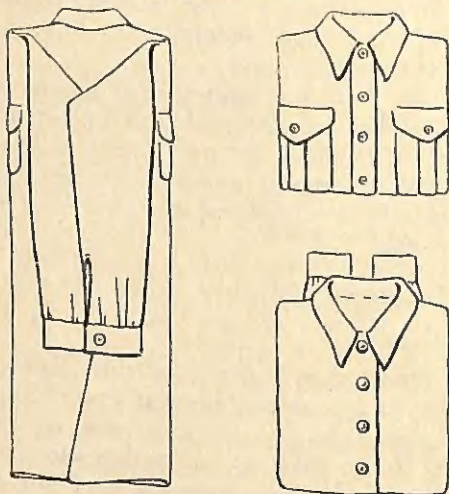
The Brownie should be shown how to fold a garment with a collar, such as her Brownie dress, so that it does not get a crease at the centre back of the collar and the sleeves are creased as little as possible. For undergarments



it is a good rule to teach folding in half lengthwise, putting the side seams together, then folding top to bottom if necessary. Socks should be folded together in pairs so that they are easily found when needed.



To fold a blouse, dress or Brownie overall, do up all buttons and place garment face downwards on a flat surface. Fold in one side to middle along dotted line.



Fold back sleeve, and repeat with other side. Then fold garment in half, or into three so that cuffs on long sleeves just show behind collar.

When the Brownie has been taught to fold clothes, she will enjoy practising packing a case to go on holiday. Another useful activity is helping mother with the folding of clothes for ironing. When an opportunity presents itself, check and see whether the Brownie's own chest of drawers is benefiting from her training.

## BALL THROWING

*Throw a ball overarm, to land over a line 10 yds. away and within two side lines 3 yds. apart.*

This more advanced ball test should prove a very popular as well as a very useful physical health test. Whenever possible it should, of course, be practised out of doors.

In overarm throwing, we need to help the Brownie to realize that it is a throw, and not a bowl that is required. Many girls find this difficult and one way to help them is to show them how to 'flick' a card or a flat pebble (as in 'Ducks and Drakes'). It is this 'flicking' action that is needed, but of course from above shoulder level. For the longer throw, the Brownie should align feet, arms, shoulder and head in the direction of the throw.

Various games such as Aunt Sally, snowballing and raiding can be adapted for use in helping to improve the standard of throwing and aiming.

## SKIPPING

*Skip thirty times without a break, turning the rope backwards, and skip two of the following steps:*

- (a) Feet crossing.
- (b) Pointing toes forward.
- (c) Turning rope quickly (pepper).
- (d) Hopping with knee raising.

This is part of the test which even on the coldest day we can do out of doors. By now the Brownies will have had a good deal of practice in skipping and can be encouraged to work at improving their style. Skipping competitions will be popular and will help in achieving the good standard required.

Some Brownie Guiders take this opportunity of getting help from the company. A Guide who is keen about carriage and 'keep fit' will sometimes like to help as a demonstrator. The Keep Fit movement has splendid leaders in many localities who may also be glad to help.



## MESSAGE

*Carry a message of at least twelve words in her head for over five minutes and deliver it correctly.*

This test links up with the Kim's game of Guides. The first thing we must do is to convince ourselves that this part of the test needs just as much practice as any other part.

The Brownie must learn to concentrate completely at the time on the message she is being given, and not have her mind partly on something else. There are now so many things claiming the attention of a child of Brownie age that she finds it difficult really to concentrate on one small item at a time. She will find, however, that if she gives her whole attention in the first place she will have much less difficulty in remembering.

We should encourage our Brownies to repeat any verbal message they are given to be sure they have heard it correctly.

To give practice we can send our Brownies messages in semaphore, to be learnt and kept secret. Then the letter can be destroyed, and the message delivered to some outside friend by a certain day. An answer could be given and the two messages checked with the results. If the messages hint at something strange and mysterious, so much the more exciting. We can interchange this with good practical shopping games.

The Sixers can be entrusted with messages to the other Brownies and so their test can be used in their Pack life.

## CUT FINGER AND GRAZED KNEE

*Clean and bind up a cut finger and grazed knee.*

This is a most important part of the test. The teaching must be intensely practical throughout, and should always be done with the right materials.

The first principle to be taught is one of the most essential for all first aid, and that is cleanliness. We must see that all the materials we use for first aid in the Pack are spotlessly clean, and that our first aid boxes are always kept scrupulously tidy. The Brownies should be

taught to wash their hands before starting to bandage: even if no water is laid on, Brown Owl can always borrow a basin of water from the caretaker on the day she is teaching first aid and bring some soap and a towel. If we are to play at hospitals our nurses must have *clean* paper caps and aprons, and must be taught that they must never on any account fold their bandages on the floor or other possibly dirty surfaces.

We should be as realistic as possible, and though the wounds may be imitation ones made of red chalk, our treatment should be carried out correctly and with the right materials.

Care should be taken in the use of disinfectants. In some homes bottles of Jeyes and Lysol are not put out of harm's way, and much damage may be done by an enquiring Brownie who does not know how much to use. These disinfectants are really not safe for a child to handle. On the other hand, many children nowadays know quite well how to use, say, T.C.P. or Dettol. This is a question in which the Guider must exercise discretion; plain water may well be the safest thing to recommend.

In the treatment of both finger and knee we must stress the need for cleanliness. If the Brownies can get a supply of clean water they should bathe the injured part thoroughly, seeing first that their own hands are clean. If the part is grazed and there is dirt sticking in it, warm water is much better than cold.

To cover a finger that is damaged near the top, a piece of lint, cut in the shape of a 'T' is a great help as this will fold over and round the finger tip neatly. There are several ways of applying a bandage to hold a dressing in place on the finger. We all have our pet ways but it is as well to remember that the whole point of a good bandage is to cover the dressing and hold it in place.

When covering a dressing on a knee Brownies should be shown how to use their ties or a large handkerchief folded diagonally. As various forms of ready-made adhesive dressings are now found in many homes, it is wise to show the children the right way to apply these.



A Brownie gains great confidence from learning to bandage well, and we can lay good foundations for her future first aid if we teach her slowly, carefully and thoroughly in the Pack. Cleanliness, gentleness, neatness and deftness of hand should all be taught, and it is a part of the test most Brownies love.

All of us remember our first aid outfits when we take the Pack for an outing, and if a knee is grazed, let us use our First Class Brownies and resist the temptation to do the bandaging ourselves! More can be learned by treating or watching the treatment of a real patient than by any amount of practice on the uninjured.

#### SHOE CLEANING

##### *Clean shoes.*

However willingly Brownies may clean shoes as a good turn, we often find that they are not giving their own shoes the regular care and attention they need. In this part of the First Class test we are really trying to teach them something of the proper care of leather, so that their shoes will not only look smart, but also wear well.

Before practising shoe cleaning the Brownies should put on aprons, roll back their cuffs out of harm's way, and spread newspaper on the table or floor. We should explain that leather needs feeding regularly with the right kind of polish and that the dirt must be taken off before the leather can be fed.

Teach the Brownies to get rid of as much mud as they can before going indoors, and then to take the remaining mud off with a stiff brush or damp cloth (*not* a knife which will harm the leather and probably the Brownies as well!). Show them how much polish to use, otherwise the tin will soon be empty and polish will appear on the Brownies and their clothes. Encourage them to take a pride in a really fine polish and to clean the shoes thoroughly by going round the edges and heels and under the instep.

Many Packs will already have their own set of shoe-cleaning equipment which they use on Pack Holiday, but

for those who have not, it is well worth acquiring one and marking the brushes so that it is clear which should be used for taking off mud and which for putting on polish.

So we come to the end of the First Class test, and if we have done our best to teach the test thoroughly and well, we shall have given the Brownie a great deal of useful knowledge which will give her confidence in herself, and if she is really a First Class Brownie she will have the desire to use it for the service of others. The test will have been fun to do, and she will feel the greatest pride in her badge and later on in her wings.